

I just want to mention that these school breakfasts must meet the nutritional standards under the dietary guidelines for Americans, which recommend no more than 30 percent of an individual's calories come from fat and less than 10 percent from saturated fat. In addition, breakfast must provide one-fourth of the recommended daily allowance for protein, calcium, iron, vitamin A, vitamin C, and calories. And I mention this because this might be the best meal the children have all day long.

I can tell you, Mr. Speaker, that providing availability, accessibility, and participation in the school breakfast program are some of the best ways to support the health and educational potential of children, particularly low-income children. In my own State of Wisconsin, we saw a significant increase in school breakfast participation with a 25.3 percent growth rate, and this is largely due to our efforts in our State to implement universal classroom breakfasts in most of our Milwaukee public elementary schools.

Let me conclude by saying this and reminding the body of this, Mr. Speaker, that though our country is in the midst of a tough economic time, no child in our community or across the country should ever go to school hungry. When our children are able to eat quality meals in the morning, we see improvements in math and reading scores as well as cognitive skills. If our children are going to be able to compete in a global environment, we need to do everything we can to make sure that they succeed. It's clear that there is a definite need for school breakfast programs right alongside our educational programs.

Mr. GUTHRIE. Mr. Speaker, I reserve the balance of my time.

Ms. WOOLSEY. Mr. Speaker, I am pleased to yield 2 minutes to the gentlewoman from Pennsylvania, Congresswoman DAHLKEMPER.

Mrs. DAHLKEMPER. Mr. Speaker, I rise today in support of House Resolution 210, supporting the goals and accomplishments of the National School Breakfast Program.

The National School Breakfast Program continues to play an important role in the health and educational development of our Nation's children by giving them a nutritious start every morning.

Research has shown that students who eat breakfast are more likely to show academic improvement and be more attentive in the classroom, but having access to a nutritious breakfast also does something else as important. The National School Breakfast Program is at the heart of promoting healthy lifestyle choices for our children. They learn the importance of healthful food choices that can prevent further complications of obesity, type 2 diabetes, and other lifestyle diseases.

Healthy kids make healthy adults, and that is why I am proud to support this resolution and urge my colleagues to support it also.

□ 1430

Ms. WOOLSEY. I would like to know if the gentleman from Kentucky has any further speakers?

Mr. GUTHRIE. Mr. Speaker, I have no further speakers, and I yield back the balance of my time.

Ms. WOOLSEY. Mr. Speaker, I yield myself as much time as I may consume.

Mr. Speaker, I urge my colleagues to support this resolution to recognize the important role the National School Breakfast Program plays in the education and health of our Nation's children.

I would like to say that it's obvious that if you eat a good breakfast you are much better prepared to learn, to focus, to behave yourself, even want to come to school, you want to be there on time. I can tell you from the breakfast pilot program that President Clinton signed into law that was my legislation, and the six districts around the country that had the program in effect for 3 years, it proved itself.

The administrators thought it was the best thing, the principals thought it was the best, the teachers and the kids loved it, and they were provided a balanced meal. I remember going to one of the schools in my district during the breakfast time, it was around 10:15 in the morning, they had been to their first classes and came out for this breakfast, all kids, not just poor. It had nothing to do with economic status.

There was a group of fifth and sixth graders sitting around the table, and I went over to talk to them and I said, what are you guys talking about? And they said, we're talking politics. I mean, they were having the best time. They were thinking. They were excited. Some of them ate two breakfasts every day because their parents actually fed them breakfast. That was the downside of the program was that all these kids didn't have to have breakfast, but we learned later that middle school and high school are the kids that really don't eat breakfast.

So we are going to be working and building on this program and ensuring that in the United States of America, the wealthiest country on the globe, we will, indeed, be able to feed all of our children so that they are the best learners this country can provide.

Mr. SPACE. Mr. Speaker, this Resolution underscores the importance that the National School Breakfast Program has for classroom participation and student performance. The recent increase in children and families needing food assistance highlights the continuing necessity of these programs to keep America's students healthy, attentive and productive in school. More resources are needed in order to provide low-income children with the same opportunities for educational success as their peers. These efforts are critical to decreasing the hunger problems in our country while working to increase educational attainment levels.

I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by

the gentlewoman from California (Ms. WOOLSEY) that the House suspend the rules and agree to the resolution, H. Res. 210.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Ms. WOOLSEY. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

CONGRATULATING NATIONAL ASSESSMENT GOVERNING BOARD

Ms. WOOLSEY. Mr. Speaker, I move to suspend the rules and agree to the resolution (H. Res. 222) congratulating the National Assessment Governing Board on its 20th Anniversary in measuring student academic achievement.

The Clerk read the title of the resolution.

The text of the resolution is as follows:

H. RES. 222

Whereas the National Assessment Governing Board (the Governing Board) is an independent, bipartisan board created by Congress in 1988 to set policy for the National Assessment of Educational Progress (NAEP), commonly known as "The Nation's Report Card";

Whereas the Governing Board is made up of 26 members, including Governors, State legislators, local and State school officials, educators, researchers, business representatives, and members of the general public;

Whereas when Congress established the Governing Board to oversee The Nation's Report Card, it ensured that the NAEP would be conducted independently and free from inappropriate influences and special interests;

Whereas in overseeing The Nation's Report Card, the Governing Board identifies subjects to be assessed, determines the content and achievement levels for each assessment, and approves all assessment questions;

Whereas The Nation's Report Card is conducted as a representative sample and currently includes National NAEP assessments (which assess the performance of students in grades 4, 8, and 12 in reading, mathematics, writing, science, U.S. history, geography, and other subjects), State-by-State assessments (which are administered to students in grades 4 and 8 to assess performance in reading, mathematics, writing, and science), Trial Urban District assessments (which report on the achievement of 4th and 8th grade students in 18 urban school districts that participate in reading, mathematics, writing and science assessments), and long-term trend assessments (which are administered nationally every 4 years to students ages 9, 13, and 17 to assess performance in reading and mathematics);

Whereas State participation in NAEP assessments is voluntary with the exception of reading and mathematics assessments, which States are required to administer to public school students in grades 4 and 8 every 2 years in an effort to measure student performance in reading and mathematics;

Whereas all students who participate in NAEP do so on a voluntary basis and NAEP is forbidden by law to maintain or report information on individual students or schools;

Whereas the Governing Board works to inform the public about The Nation's Report Card by communicating its results to a wide range of Americans, including educators, the media, and elected officials and policymakers at the National, State, and local levels; and

Whereas the Governing Board has served an important role in evaluating the condition and progress of American education for 20 years: Now, therefore, be it

Resolved, That the House of Representatives—

(1) congratulates the National Assessment Governing Board on its 20th anniversary in measuring student academic achievement; and

(2) recognizes past and present members of the National Assessment Governing Board for their service to the Nation in improving elementary and secondary education.

The SPEAKER pro tempore. Pursuant to the rule, the gentlewoman from California (Ms. WOOLSEY) and the gentleman from Kentucky (Mr. GUTHRIE) each will control 20 minutes.

The Chair recognizes the gentlewoman from California.

GENERAL LEAVE

Ms. WOOLSEY. Mr. Speaker, I request 5 legislative days during which Members may revise and extend and insert extraneous materials on H. Res. 222 into the RECORD.

The SPEAKER pro tempore. Is there objection to the request of the gentlewoman from California?

There was no objection.

Ms. WOOLSEY. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise today in support of H. Res. 222, which recognizes the 20th anniversary of the National Assessment Governing Board. The National Assessment Governing Board is a bipartisan, independent Federal board that sets policy for the National Assessment of Education Progress, or NAEP. NAEP assessments are often referred to as the Nation's report card because these tests are the principal source of data on student achievement nationwide.

NAEP is a congressionally authorized project of the National Center for Education Statistics. The governing board created by Congress in 1988 is made up of governors, State legislators, State and school officials, educators and researchers, all of whom oversee NAEP, identify subjects to be tested and govern reporting of test results.

When Congress established the governing board, we instructed that it be bipartisan and that it be independent, and it has lived up to these expectations and the original vision. The NAEP assessment has been invaluable in providing information on the achievements of students at grades 4, 8, and 12 in reading, mathematics, writing, science, U.S. history, geography and other subjects.

The NAEP State-by-State assessments, which are administered to students in grades 4 and 8 in reading, mathematics, writing and science, have also been helpful in charting what our students know and providing information for a path forward based on real results.

This year, Mr. Speaker, the governing board commemorates 20 years of learning and assessment. To mark this anniversary, the governing board plans to examine the impact of NAEP over the past two decades and look ahead to see how the assessment can continue to play a vital role in measuring student achievement in the future.

In order to highlight these priorities, the board will host a conference to discuss the achievement gap in college and work preparedness with education and policy experts. The governing board has served an important role in evaluating the condition and progress of American education for 20 years.

I thank the governing board for its outstanding service to the Nation in improving elementary and secondary education.

Mr. Speaker, once again I express my support for the National Assessment Governing Board, and I urge my colleagues to join me in recognizing their 20th anniversary. I also want to thank the gentleman from Delaware (Mr. CASTLE) for bringing this bill to the floor, and I urge my colleagues to support this resolution.

I reserve the balance of my time.

Mr. GUTHRIE. Mr. Speaker, I yield myself as much time as I may consume.

Mr. Speaker, I rise today in support of House Resolution 222, which congratulates the National Assessment Governing Board on its 20th anniversary in measuring student academic achievement. Over the last two decades, the governing board, better known as NAGB, has served an important role in evaluating the condition and progress of the American public education system.

The National Assessment Governing Board was created by Congress in 1988 to set policy for the National Assessment of Educational Progress, or NAEP, which is commonly known as the Nation's report card. It was established as an independent, bipartisan board so that the Nation's assessment system will be conducted independently and free from inappropriate influences and special interests.

The governing board is currently made up of 26 members, including governors, State legislators, local and State school officials, educators, researchers, business representatives and members of the general public. In overseeing the Nation's report card, the governing board identifies subjects to be assessed, determines the content and achievement levels for each assessment, and approves all the assessment questions.

It also works to inform the public about the Nation's report card by communicating results to a wide range of Americans, including elected officials and policymakers at the national, State and local levels, educators and the media.

Because of this important work, the Nation's report card is one of the most widely respected assessment tools in

the country. Federal, State and local officials rely on NAGB and NAEP to get an accurate picture of the academic achievement levels of the Nation's students.

In 2002, Congress passed the Education Sciences Reform Act, which reauthorized the activities of the governing board and largely maintained its independent and bipartisan nature. While requiring States to take part every 2 years in its reading and mathematics assessments in grades 4 and 8 in an effort to measure student performance, the bill continues the long-standing practice that State participation in NAEP assessments are voluntary.

All student who participate in NAEP do so on a voluntary basis, and NAEP is forbidden by law to maintain a report or report information on individual students or schools. House Resolution 222 congratulates the National Assessment Governing Board on its 20th anniversary in measuring student academic achievement and recognizes the past and present members of the governing board for their service to the Nation in improving elementary and secondary education.

I want to thank my colleague from Delaware (Mr. CASTLE) for introducing this resolution. Mr. CASTLE served on the governing board when he was Governor of "The First State," and I want to thank him for his service and for his strong support for ensuring that students have access to a high-quality education in this country.

I am pleased to rise in support of this important resolution and ask all of my colleagues to support it.

I reserve the balance of my time.

Ms. WOOLSEY. Mr. Speaker, I reserve the balance of my time.

Mr. GUTHRIE. Mr. Speaker, I yield as much time as he may consume to the gentleman from Delaware (Mr. CASTLE).

Mr. CASTLE. I thank the gentleman from Kentucky for yielding, and I would like to thank both of the speakers, Ms. WOOLSEY and the gentleman from Kentucky, for rationally explaining a program not many people understand.

Mr. Speaker, I did have the opportunity and the pleasure of serving on NAGB, the National Assessment Governing Board, for several years when I was Governor of Delaware, and it was not easy work, by the way. I would call it a pleasure, but it involves a lot of difficult meetings, discussion of testing or whatever it may be.

But the bottom line is that they do put together the National Assessment of Educational Progress, the NAEP tests, which are given universally as far as the States are concerned, in our country, and are as good a measuring device as we have to the progress of education from year to year. Some of this is quite voluntary, but all States participate in it in grades 4, 8 through 12, particularly in the reading and the math areas, and we can determine that we have done somewhat better, perhaps

a lot better from year to year, as we look at these tests.

I can tell you that those 26 people, who change from time to time and come from a variety of different backgrounds, are all very dedicated to the concept of making this very apolitical, of making it so that it's a fair standard in tests for all those who are going to take it, and making sure that all the reporting requirements are met in a proper way. This goes through the Secretary of Education and is reported by them, and I think they would do a wonderful job with this.

This is, to me, a very important measuring stick. While congratulatory resolutions may not be the most important thing we do in the Congress of the United States, I think recognizing an entity such as this, which is independent of us and independent of the White House, for all that matters, and deals with preparing this kind of reporting, this kind of background for the testing, is a very significant thing to do to make sure that they are being honored for an achievement which I think has been very helpful in terms of dealing with education.

All of us deal with education policy on a regular basis. We know how important it is to understand that what we are doing is perhaps a step, a small step or a large step in the right direction, and I think that the NAEP tests do that.

For that reason I would hope that we could all support this resolution. Again, I thank those who spoke on the floor for their very thorough and excellent explanations of what NAGB does and what NAEP is all about.

Ms. WOOLSEY. I reserve my time for closing remarks.

Mr. GUTHRIE. Mr. Speaker, I yield back the balance of my time.

Ms. WOOLSEY. Mr. Speaker, I urge my colleagues to support H. Res. 222, recognizing the 20th anniversary of the National Assessment Governing Board, and I yield back the remainder of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentlewoman from California (Ms. WOOLSEY) that the House suspend the rules and agree to the resolution, H. Res. 222.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the yeas have it.

Ms. WOOLSEY. Mr. Speaker, on that I demand the yeas and nays.

The yeas and nays were ordered.

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX and the Chair's prior announcement, further proceedings on this motion will be postponed.

(H.R. 131) to establish the Ronald Reagan Centennial Commission, as amended.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 131

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Ronald Reagan Centennial Commission Act".

SEC. 2. ESTABLISHMENT.

There is established a commission to be known as the "Ronald Reagan Centennial Commission" (in this Act referred to as the "Commission").

SEC. 3. DUTIES OF COMMISSION.

The Commission shall—

(1) plan, develop, and carry out such activities as the Commission considers fitting and proper to honor Ronald Reagan on the occasion of the 100th anniversary of his birth;

(2) provide advice and assistance to Federal, State, and local governmental agencies, as well as civic groups to carry out activities to honor Ronald Reagan on the occasion of the 100th anniversary of his birth;

(3) develop activities that may be carried out by the Federal Government to determine whether the activities are fitting and proper to honor Ronald Reagan on the occasion of the 100th anniversary of his birth; and

(4) submit to the President and Congress reports pursuant to section 7.

SEC. 4. MEMBERSHIP.

(a) NUMBER AND APPOINTMENT.—The Commission shall be composed of 11 members as follows:

(1) The Secretary of the Interior.

(2) Four members appointed by the President after considering the recommendations of the Board of Trustees of the Ronald Reagan Foundation.

(3) Two Members of the House of Representatives appointed by the Speaker of the House of Representatives.

(4) One Member of the House of Representatives appointed by the minority leader of the House of Representatives.

(5) Two Members of the Senate appointed by the majority leader of the Senate.

(6) One Member of the Senate appointed by the minority leader of the Senate.

(b) EX OFFICIO MEMBER.—The Archivist of the United States shall serve in an ex officio capacity on the Commission to provide advice and information to the Commission.

(c) TERMS.—Each member shall be appointed for the life of the Commission.

(d) DEADLINE FOR APPOINTMENT.—All members of the Commission shall be appointed not later than 90 days after the date of the enactment of this Act.

(e) VACANCIES.—A vacancy on the Commission shall—

(1) not affect the powers of the Commission; and

(2) be filled in the manner in which the original appointment was made.

(f) RATES OF PAY.—Members shall not receive compensation for the performance of their duties on behalf of the Commission.

(g) TRAVEL EXPENSES.—Each member of the Commission shall be reimbursed for travel and per diem in lieu of subsistence expenses during the performance of duties of the Commission while away from home or his or her regular place of business, in accordance with applicable provisions under subchapter I of chapter 57 of title 5, United States Code.

(h) QUORUM.—A majority of the members of the Commission shall constitute a quorum to conduct business, but two or more members may hold hearings.

(i) CHAIRPERSON.—The chairperson of the Commission shall be elected by a majority vote of the members of the Commission.

SEC. 5. DIRECTOR AND STAFF OF COMMISSION.

(a) DIRECTOR AND STAFF.—The Commission shall appoint an executive director and such other additional personnel as are necessary to enable the Commission to perform its duties.

(b) APPLICABILITY OF CERTAIN CIVIL SERVICE LAWS.—The executive director and staff of the Commission may be appointed without regard to the provisions of title 5, United States Code, governing appointments in the competitive service, and may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates, except that the rate of pay for the executive director and other staff may not exceed the rate payable for level V of the Executive Schedule under section 5316 of such title.

(c) DETAIL OF FEDERAL EMPLOYEES.—Upon request of the Commission, the Secretary of the Interior or the Archivist of the United States may detail, on a reimbursable basis, any of the personnel of that department or agency to the Commission to assist it in carrying out its duties under this Act.

(d) EXPERTS AND CONSULTANTS.—The Commission may procure such temporary and intermittent services as are necessary to enable the Commission to perform its duties.

(e) VOLUNTEER AND UNCOMPENSATED SERVICES.—Notwithstanding section 1342 of title 31, United States Code, the Commission may accept and use voluntary and uncompensated services as the Commission determines necessary.

SEC. 6. POWERS OF COMMISSION.

(a) HEARINGS.—The Commission may, for the purpose of carrying out this Act, hold hearings, sit and act at times and places, take testimony, and receive evidence as the Commission considers appropriate.

(b) MAILS.—The Commission may use the United States mails in the same manner and under the same conditions as other departments and agencies of the United States.

(c) OBTAINING OFFICIAL DATA.—The Commission may secure directly from any department or agency of the United States information necessary to enable it to carry out its duties under this Act. Upon request of the chairperson of the Commission, the head of that department or agency shall furnish that information to the Commission.

(d) GIFTS, BEQUESTS, DEVISES.—The Commission may solicit, accept, use, and dispose of gifts, bequests, or devises of money, services, or property, both real and personal, for the purpose of aiding or facilitating its work.

(e) AVAILABLE SPACE.—Upon the request of the Commission, the Administrator of General Services shall make available nationwide to the Commission, at a normal rental rate for Federal agencies, such assistance and facilities as may be necessary for the Commission to carry out its duties under this Act.

(f) CONTRACT AUTHORITY.—The Commission may enter into contracts with and compensate government and private agencies or persons to enable the Commission to discharge its duties under this Act.

SEC. 7. REPORTS.

(a) ANNUAL REPORTS.—The Commission shall submit to the President and the Congress annual reports on the revenue and expenditures of the Commission, including a list of each gift, bequest, or devise to the Commission with a value of more than \$250, together with the identity of the donor of each gift, bequest, or devise.

(b) INTERIM REPORTS.—The Commission may submit to the President and Congress

Mr. LYNCH. Mr. Speaker, I move to suspend the rules and pass the bill